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| **English 110 Composition 1** | | |
| **Time Allotment 50**  **(Minutes)** | **Lesson Phase** | **Details** |
| **7** | **Introduction**  Set a purpose. Introduce the topic with a grabber and information to get students thinking. Make the learning relevant. | This week we have been exploring alternative writing spaces including the Twine you are currently working on. Let’s take a look at a Twine for ideas to incorporate into your own, maybe. Play “Quing Quest” video. |
| **5** | **Foundation**  Check on previous learning. Clarify key points of the coming lesson, including standards, goals, and objectives, building background knowledge and key vocabulary. | Quick discussion of the grabber.  What is happening with this Twine? Discuss Twine as game tool. Discuss features and other affordances. (See Hammond’s tutorials)  **Goal:** To access alternatives to traditional writing spaces in which to compose, display and collect composition artifacts.  Key terms: Twine,  Hypertext, Link, Narrative |
| **5** | **Brain Activation**  Ask questions; clarify; provide additional background knowledge. Perhaps include a brainstorm activity on the topic to check learning. | Continue work on Autobiographical Twine.  Students should review key features of personal narrative genre to ensure adherence to guidelines. Also, discuss and consider what features (color, sound, other affordances) might support thematic/artistic development of Twine. |
| **10** | **Body of New Information**  Build background knowledge, lecture, and introduce key new points of understanding, correcting misconceptions. Read text; complete whole-class problems; conduct class discussion. | Peer Response Workshop:  In groups of 2 or 3, students will share progress on Twines with each other. This is a critique session for the purpose of offering suggestions for improvement. |
| **5** | **Clarification**  Provide sample problems and situations. Pose questions to move students toward independent work. | Peer Response continues with guidance from teacher and use of Hammond’s tutorials. Students should use this time to clarify direction of narrative, reconcile links, and add useful features which might enhance theme or general presentation of the piece. |
| **10** | **Practice and Review**  Students work with teacher and whole class, in small groups, or with a partner to clarify learning. | Whole class sharing of Twine project. |
| **5** | **Independent Practice**  Students practice on their own. Begin homework. Struggling students get additional practice. | Whole class sharing continued. |
| **3** | **Closure**  Connect the lesson details together. Answer questions and respond to wholeclass difficulties. | Review key concepts and significance of topic.  Students will respond on “Go Pass” with comments on any aspect of the lesson. Briefly summarize what they have learned (if anything). What was useful, etc. Teacher collects Go Pass as class exits. This feedback serves as assessment for planning future instruction. |